DEMAND XII—EDUCATION DEPARTMENT.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Ag. Director of Public Instruction*) : Sir, I move that the House be pleased to make a grant not exceeding Rs. 454 for the purpose of three items specified in the Agenda paper *viz.*,

(i) for the payment of local allowances to the Headmistress and the Assistants of the Primary School for Girls at Shencotta;

(ii) for the revision of pay of the peon in the Book Depot attached to the Office of the Director of Public Instruction, for which no additional grant is required for the current year as the amount is available in the current year's budget, and

(iii) for the appointment of a Typist-stenographer on Rs. 40-5/2-70 in the Office of the Director of Public Instruction.

I need not detain the House with a long justification for making these grants, which, when compared to my esteemed colleague's, will be regarded as even more modest. He asked for Rs. 3,000 and I am asking for a fraction of Rs. 3,000, for three separate purposes.

The local allowances which are being recommended for the Headmistress and the Assistants of the Shencotta Girls' School are fully justified. Seven months ago, during my visit to Shencotta, I was met by some of the leaders of the town, including our old friend Mr. Subrahmanya Karayalar, who is unhappily now no more. On that occasion, he pointed out that there was a certain amount of hesitation on the part of the people of Shencotta to send grown-up girls to the School. This hesitation was due to the staffing of the Schools with men. That sentiment has to be respected for the purpose of advancing the education of our girls. I therefore promptly consulted my Inspectress of Girls' Schools, Miss Carrapiett, and asked her if she could not transfer a certain number of women teachers to the Shencotta Girls' School. She pointed out to me that only those women teachers whose mother tongue is Tamil could be so transferred. The only women teachers who could be transferred are, however, in Nagercoil. These women teachers would consider it a punishment if they were asked to go to Shencotta on their present pay. It was pointed out to me that it would not be possible, in such circumstances, to induce these people to go to Shencotta unless some little consideration was shown to them. This struck me as a fair proposition and I submitted it to the Government. The result is that this proposal is now being placed before the House with Government's approval for giving the Head Mistress an *additional* local allowance of Rs. 2 per mensem and the Assistants a local allowance of Rs. 3 per mensem. The amount is a very modest one. I trust the House will see that female education will be advanced by giving them this assistance.

The second item is for revising the pay of the peon attached to the Book-Depot attached to my office. The House is aware that all peons are now in the scale of Rs. 9-1/6-11. The peon in the Book Depot is borne on the Government establishment, and though he was eligible for an increment some time ago, it was not possible to give him the increment because this amount was not provided for. Hence this demand

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Lastly I come to the appointment of a steno-typist. I may perhaps be obliged to offer for this item a little more justification. At the present moment in the Director's office there are three typists. Of these three two do not know shorthand. One knows some shorthand but he cannot take anything down to fast dictation. Moreover, his general education has not been sufficient to enable him to follow accurately any dictation on technical matters. A great deal of the work in my office requires *educated* clerical assistance. Of the three typists, again, one is practically not available for several months of the year, being set apart for examination work. There are always things to do for examinations, either the preparation for them, or the actual conduct of them, during some part of the year or other. He has to help in this. Of the remaining two typists, one is not always available for work in the office, being obliged to follow me while on tour. The members of the House are aware that I am going out frequently on tour and doing a certain amount of inspection work. My inspection Notes cannot now be made immediately available for the people for whose benefit the inspection is being conducted. It takes ordinarily a month or a month and a half, to do this, because, I have to wait for a typist to be available. A consequence of this shortage of staff is the conversion of certain officers in my office, who are not ordinarily clerks, into improvised scribes. My Personal Assistant and my Manager have been obliged to do a fair amount of copying work, and I too have had my own share of such work. I think the House will recognise that the time of the Head of a department might be utilised better and the work of the department could be done very much more expeditiously if I had the assistance of a steno-typist, who will also be of use to me during my tours and when various conferences are taking place in my office, or when persons come to see me on business individually or collectively and notes have to be taken. In so important an office as mine, there should have always been a steno-typist, but unfortunately the provision has not been made. I submitted this to Government. I have now come to the Council with the approval of Government to request that this very necessary provision be made. I leave it to the House as I feel confident that the demand will be granted, after this explanation.

I have just now been reminded by a friend and colleague that there is yet another demand which I have to move. I am afraid that I cannot make for this demand the claim that it is a very modest one. It is a much larger grant than I have asked for for the items already specified. A little while ago I pointed out that I was going to ask for a very much smaller sum than what the preceding member had asked for. In regard to the motion to be proposed now, I have to ask for a grant not exceeding two *lakhs* of rupees. This is for the purpose of enabling the department *immediately* to increase the pay of the teachers in the Vernacular schools borne on departmental establishments and also to provide suitable increased grants to similar teachers employed in private institutions. The amount I am asking for is indeed a very large one. If you only consider the amount of the grant, it may look too important to be asked for as a supplementary demand.

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I may, therefore, before I proceed further to explain the justification for this amount, congratulate the House on being able so early in its history as mainly an elected body, to undertake this humane and necessary measure for the amelioration of the condition of a very large and at present badly-off body of deserving public servants.

MR. R. KESAVA PILLAI (*Kottarakara cum Kunnattur*): May I know whether this whole amount is to be utilised for increasing the pay of the teachers ?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Ag. Director of Public Instruction*) : If the member would wait till the end of my speech, he will see that most of his difficulties are solved.

The question I am submitting to the House is very important in more respects than one, even if we consider merely the magnitude of the sum which the House is being asked to vote today If you think, for example, of the number of persons who are going to be benefited by the passing of this humane measure, you will be able to recollect no other instance in the history of the House of a similar financial measure affecting so large a body of persons. Some time back, I had to collect figures on the subject. If I can trust my memory, I may say that the number of persons in the departmental schools alone who will be benefited by this grant would be 7,440. There are approximately an equal number of persons in our aided institutions. That is to say, there are on the whole between fourteen thousand and fifteen thousand persons who will be benefited if this grant is sanctioned. I have asked for a large sum of two lakhs of rupees. But, these two lakhs of rupees do not represent what may be regarded as the *maximum* demand on the House for the additional expenditure. The amount asked for now is only for the *immediate* provision of the sums necessary for the purpose of helping these people in the current official year. If you take the *average* cost of the proposed reform, you will find it will be much in excess of the present demand. As regards ultimate cost, it is at present not possible to estimate it, because, in the case of aided institutions, the amount to be given will depend upon the number of additional hands that they may have to employ, and the sum that we may have to provide as grant will have to be correspondingly varied. In any case, the reform that is proposed to be introduced is a truly stupendous one, when we consider the number of persons affected by it and the number of interests affected by it. I may say that roughly about one lakh of rupees will be wanted immediately for the persons in the departmental Schools, and it is estimated that an approximately equal sum will be necessary for the purpose of giving suitable grants to the aided institutions The object of the reform is not merely to provide immediately for increased pay to a certain number of persons on whose behalf a persistent demand has arisen both in this House and outside it. Our object is primarily to secure improved efficiency in education. It will be recognised that educational efficiency will not be secured without educational contentment. It is on this ground that this House was pleased on the 21st April 1926 to allow a resolution moved by Mr. C. P. Tarakan

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for the appointment of a Committee to go into the question of improving the pay and prospects of the Vernacular School teachers to be withdrawn on Government stating that they accepted the principle and were willing to have the question examined by a special committee whose first duty would be to consider the manner in which the new reform could be financed, and afterwards to consider the ways in which the reform could be introduced after suitable financial provision had been made. The Government order constituting the Committee followed promptly on the heels of the above assurance. Within two months of the moving of the resolution of Mr. Tarakan in this House, Government appointed this Committee and my old colleague and predecessor Mr. R. Krishnaswami Aiyar, who was then occupying the place which I now have the honour to occupy, was its President and continued to be its President even after he had laid down the office of Director. This Committee met for the first time on the 4th of September 1926 and it went to work very hard. There were altogether 19 meetings of the Committee, and the date of the meeting at which the Report was finally passed is the 8th June 1927. It thus took approximately a year from the appointment of the Committee for the submission of the Report. The Report having been received, had then to be sent back to the Director for detailed examination. There again some little delay was inevitable on account of changes in the personnel of the Directorate. I consider it a great privilege that it was given to me as the Acting Director of Public Instruction at the time to examine this Report, and to submit a Report to the Government upon the proposals of the Committee. My report has since then been engaging the consideration of the Government and their experts on the financial and administrative sides. As Government could not finish the examination of the matter in sufficient time for a suitable provision being made in the Budget, I am now obliged to come today and ask for a *supplementary* grant in this House for such a large sum.

The action that has to be taken on this Report is immediate. In one sense it is even more than immediate, because it has to be retrospective. The members of this House, I believe, have already been provided with copies of the Committee's Report. I trust that they have already familiarised themselves with the recommendations of the Committee and the grounds on which those recommendations were supported by the Committee. As they must have obviously done so, it will save me the necessity of traversing the ground covered so well and thoroughly by the Committee in which, there was very properly a majority of four *elected* members of this House, one of whom happened to be also a teacher with first-hand experience of the conditions of our schools, and another my esteemed friend, the Financial Adviser to Government.

The principles on which the Committee proceeded, and I may add the principles on which the reform is now undertaken might next be glanced at. The first point that I would emphasise is that, though at the time when the Committee was originally constituted, and also

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when a resolution was moved in the House, the proposal was to restrict the terms of reference of the proposed reform to teachers in Primary Schools, the Committee very properly went beyond the terms of reference and took up the question of the improvement of the pay and prospects of teachers of classes V, VI and VII in Vernacular Middle Schools also. There has subsequently been some question in my office as to whether this should not be regarded as travelling beyond the terms of reference to the Committee. But, I noticed that the Committee had pointed out the necessity not to discriminate between the work done in the Middle School Classes and the work done in the Primary classes, when people doing the two kinds of work possessed, as was often the case, identical qualifications, and when departmental exigencies required that they should be interchanged from time to time. In these circumstances, it seemed to me but right and proper that the Middle Schools and the Primary Schools should not be separated and that the reform intended to benefit one set of teachers in one class should provide for the others also. This view has been accepted by the Government and the proposals submitted include appropriate provision for the Vernacular School teachers in the Middle Schools also. The second point that has been kept in view is the necessity to ensure equal pay for equal work under ordinary conditions. This may seem to be quite a socialistic proposition. But, it is not so. Our object is to do away with a certain number of discriminations - certain preferential treatment now existing, for which there are historial reasons and once some justification but for which there is no justifiation at present. I am sure the Lady member who adorns this House will agree with me when I say that the ladies do not now want anything more than equal treatment with men and that it is particularly so in this country, where women's education has gone so far ahead that unemployment among qualified women is even more keenly felt than unemployment among qualified men. It does not need any elaboration on my part to show that treating qualified women as rare persons and providing special concessions to them is not any longer justifiable. I may say that even elsewhere this discrimination is disappearing. Another object of doing away with this discrimination is to facilitate an important piece of reform. Over and over again it has been urged, I think it has been urged even in this House, that steps should be taken very rapidly to remove the men in girls' institutions and replace them by qualified women. At present this is rendered difficult by the existence of different scales of pay for men and women teachers. Equalisation of their pay will make it easy to transfer men-teachers from Girls' schools to boys' schools. The Committee was very keen on this matter. The proposals submitted to Government and approved by them provide for such equalisation, except in two cases. Certain women now employed in departmental schools are getting scales of pay which will not lend themselves to such levelling. What is to be done with them? It is but equitable that whoever possesses a certain income should not be deprived of it. You can improve it, but you cannot reduce it. Consequently, these ladies who are now getting certain individual scales

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of pay are being given special scales of pay. There are only a few such cases. Another case of exception arises from the circumstance that while in regard to the departmental institutions there has been no dearth of applications from qualified women for service, the same could not be said in regard to the aided institutions. It is therefore necessary that, at least for sometime to come, a certain discrimination should exist in favour of women employed in *aided* institutions. After all, those employed in aided institutions do not possess the same advantages of security of tenure and further prospects that those in Government service have. The present proposals therefore provide to women teachers in private middle schools for girls a premium of fifty per cent over and above the grant given to male teachers employed in such schools.

Another point that has been kept in view in framing our proposals is the necessity to provide facilities for improved future recruitment. The qualifications we now insist upon for teacherships in Vernacular Schools were good enough once upon a time, but they are now obsolete in the sense that we can easily replace the persons possessing such qualifications by better qualified men willing to work on the same pay. It is bad business to accept an inferior article for the price for which we can get a superior article. It is therefore necessary that in *future* recruitment the salaries should be such as to attract really suitable people. We should be prepared to concede that even in cases where the minimum qualification is prescribed, better qualified people can and should be taken. For example, where the minimum qualification is the Vernacular Higher Examination, the E. S. L. C. men should be pereferred, and hereafter when vacancies occur this principle should be kept in view. To secure this end, it has even been suggested that the V. S. L. Examination should be totally abolished in order that the temptation to go in for persons with that qualification might not exist. But, this examination serves also other purposes than the provision of recruits to the Education Department, and as such it has to be continued. There is also another reason why persons possessing higher qualifications should be preferred in future for employment in Vernacular schools. We are well in sight of an educational reform. Our curricula are nearly a generation old. Our ideas in education are more than a generation old. I had to hang down my head recently when I saw the instruction imparted in the Primary Schools in the Sister State of Cochin and found that many of the teachers there were more efficient than the bulk of teachers in our Primary Schools are. In all these matters, it is time that we pulled up and improved our standards. We shall hereafter require in our Vernacular schools persons with equal proficiency in English and the Vernacular, and the appointment of persons possessing both the Vernacular Higher and the English School Leaving qualifications will thus become necessary. The salaries we offer must therefore be good enough to attract and retain in service persons with such qualifications.

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Another principle that has been kept in view is that aided schools should as far as possible be treated as liberally as departmental schools. It is sometimes stated that the departmental schools are the children of the department, whereas aided schools are not. Such an observation, especially in Travancore, is both ungenerous and unjustifiable. A Manager can talk of a school as though it is his. But, as regards the Director of Public Instruction every school is *his* school, whether it is departmental or aided. That is also the position of Governmet. This will be evident in the present proposals which provide for an improvement in the position of the teachers in *aided* schools *pari pasu* with an improvement in the pay and prospects of the teachers in the departmental schools. I trust the House will welcome the step as a gesture and as an indication of the manner in which aided schools are viewed by the department and the Government.

The next point that I wish to submit to the House is that in some respects the measures which I am about to describe are even more liberal than those originally contemplated. You will note this, for example, in the case of the proposed initial pay itself. I have been told by my friends who have been on the Committee that they felt considerable difficulty because they seemed as if they had to serve both on a *Finance* Committee and on an *Education* Committee. They found themselves drawn in opposite directions by the desire to discover methods of augmenting the educational revenue and by an equally strong desire to see that proper provision is made to alleviate the poverty of the Vernacular School teachers. The result was that the Committee made recommendations which they might perhaps have improved upon had they not been asked to tackle the two questions together. As indicating a change of outlook, I may point out that, on the present occasion, the House is only being asked to vote the money immediately and not to take up the question of discovering ways and means for the purpose whereas, according to the terms of reference, the Committee had to consider the question of ways and means first and the reform in pay and prospects afterwards.

The Committee proposed an initial pay of Rs. 14 for teachers in Vernacular Schools. We now propose to fix the minimum pay at Rs. 15. This step hardly needs any justification. In one sense, the teacher is worse off than a menial who gets an even smaller pay. A teacher, whether man or woman, is regarded as belonging to a learned profession. He or she has to maintain a certain amount of appearance in society. His or her family cannot for example undertake certain kinds of work, the kinds of menial occupation which a peon and his family for example may undertake. In considering the adequacy of the earnings for the sustenance of the family, we ought to consider family earnings and not individual earnings. Viewed in that way, we shall find that the teacher's position is in some respects worse than that of even a menial. This is one reason why the initial pay has been fixed at Rs. 15.

MR. S. PIRAVIPERUMAL PILLAI (*Commerce and Industry, South*): Were there any restrictions in these teachers undertaking private tuition?

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RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Ag. Director of Public Instruction*) : There is a very wholesome restriction in regard to that; and that is that the Sirkar work should be considered first and private work afterwards. That is all the restriction. If the private tuition interferes with the Sirkar work, it is not legitimate. At the present moment I may inform the House that a teacher is obliged to eke out his earnings in various other ways also such as by writing Adharams in Sub-Registrar's offices and by undertaking other work of a non-educational character. Care has been taken to see that, under the revised proposals, teachers get their increments at shorter intervals. While the Committee recommended a *triennial* increment of Re. 1 for the lowest grade of Vernacular School teachers, the Government have agreed to a *biennial* increment of Re. 1. Further, the persons who are suitably qualified can now get promotions to higher scales as vacancies arise.

I wish also to draw the attention of the House to the fact that we are allowing these increments retrospectively. There might be a feeling that there has been some delay in effecting the reform for which the Committee is not at all responsible. I admit the charge. It is for that reason that I am putting it to you that if the Council sanctions the grant, it will be given effect to from the 1st Chingam 1104. The result will be that a large number of people will get the increments retrospectively. This is not a concession which is usually granted when such reforms are undertaken. We also count the past service of teachers for increments in the new scale. If a teacher has already been in service, part of the service which he has put in will count for increment. Instead of starting on the initial point of the scale, he might be put on the ultimate point of the scale in some cases, and on some intermediate point in others.

MR. T. C. KESAVA PILLAI (*Kalkulam* cum *Vilavankod*) : May I know whether there is any time-limit for the members on the other side ?

PRESIDENT : It is not necessary in a case of this sort when one has to stretch a point and deal with complicated matters.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Ag. Director of Public Instruction*) : If the House does not want to hear me, I shall gladly stop. I have a bad throat and I shall welcome relief.

I have so far referred to the liberal features of the scheme and the principles kept in view in framing it. It now only remains for me to briefly describe the details of the scheme. Fifteen rupees will represent the *minimum* pay hereafter. It is the minimum pay in Cochin and in Mysore. But, it must be remembered that their commitments in the matter of education are not so considerable as ours are. It is not that we would grudge a higher pay to our Vernacular School teachers. The difficulty is to devise a scheme for improving the pay of Vernacular School teachers which will fit in with the general scheme of things for which this Council is responsible. One of the lowest scales of new pay is Rs. 15-1/2-18. This will be the pay of all teachers of Classes I to IV and o

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Headmasters of incomplete Primary Schools. Another scale of pay is Rs. 15-1/3-18. This is to be given to all those who do *not* possess the examination qualification as the class teachers referred to above. Under this category come the Arabic Munshis, the Music teachers and the Sewing Mistresses in Primary Schools. A *triennial* increment has been proposed in their case, because their qualifications are not considered to be so good as those of the class teachers. There are, at the present time, in Vernacular Middle Schools a certain number of Drawing Masters and Drill Masters. They do not all of them have full work, and it is proposed, under the new scheme, to have the same teacher for teaching both Drawing and Drill, by making Drawing Masters learn drill and Drill Masters learn drawing. This, however, cannot be done at once. Till it is possible to secure combined Drawing and Drill Masters, it is proposed to retain the existing Drawing Masters and Drill Masters and give the former the scale of Rs. 18-1/3-22 and the latter the scale of Rs. 15-1/3-18.

Heads of complete primary schools and teachers of Classes V, VI and VII in Vernacular Middle Schools will hereafter be on the scale of Rs. 20-1/2-25. The existing women teachers of classes V, VI and VII are however to be on the scale of Rs. 25 to 30. Combined Drawing and Drill Masters, when they come to be appointed, will be on the scale of Rs. 20-1/2-25.

I have now to refer to another point. At the present time, we are following a policy in regard to the teaching of Music according to which Music is being taught, and sometimes sewing also in certain primary schools, by class-teachers, not always qualified to teach these subjects. The result is most unsatisfactory, as I have found from a personal inspection of some of the schools in which this practice is followed. It has now been resolved to appoint full-time Music teachers and Sewing mistresses in schools where there would be sufficient work for them, and in other cases to entrust the teaching of Music and Sewing only to class-teachers who are duly qualified to teach those subjects in addition to class subjects, and to give them an extra allowance of Rs. 3 for additional work.

Heads of Vernacular Middle Schools will, under the new scheme, get a salary of Rs. 35-5/2-40-5/3-50. This will bring them into line with undergraduate teachers in English schools.

These are the features of the scheme. As regards improved grants-in-aid, proposals are before the Government, and it is not possible for me to make any further statement just now. The idea is as far as possible to follow the principles enunciated in the Committee's Report.

I should be failing in my duty if I mention only one side of the question now. The House has listened with gratification to the way in which is it being asked to vote liberal donations to teachers in Vernacular Schools. But, the House may be reminded also that it has to help the Government to discover ways and means to finance this reform Some of these Ways and means I may mention to you at once. One is

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suppression of over-lapping in institutions. This is a matter for departmental scrutiny, and such scrutiny is being carefully conducted. Where one school will serve the needs of the locality, two need not be allowed to remain and cause an unnecessary expenditure to the Treasury. Secondly, there is the question of increasing the minimum strength of the classes to entitle them to earn a grant. This will of-course be impossible in backward areas, or in schools intended for backward classes. It would be obviously not fair to shut down schools in backward areas for want of minimum strength. But, schools in forward areas, or for forward classes should, as far as possible, have the *maximum* admissible number of students in a class; otherwise there would be a needlessly higher burden on the State. Every attempt should therefore be made to put down superfluous schools and thereby secure an immediate improvement in the strength of classes in the schools that are allowed to remain. This has been done by the Board of Education in England. Efficiency would not suffer as a result of increasing the strength of classes up to the maximum admissible limit. After all, it depends on the teacher whether he can manage a class of fifty pupils or of fifteen only. Given the right kind of teachers there is no reason why the strength of classes should not be raised to the maximum limit.

Our proposals also provide for increasing the fees in the Middle School classes of Vernacular Schools. Hereafter, pupils of classes V, VI and VII will all pay 18 chs. per mensem which is the fee now paid by pupils in class VII. This increase is not much. There is no reason why this should be grudged, considering the proposed increases in the emoluments of the teachers.

It is also possible to find funds by a revision of the present fee concession scheme. Our fee concession scheme has been revised from time to time. I consider that a further revision has now become necessary in the light of the progress that has been achieved by certain communities enjoying fee-concessions, and in the light of the practice in the matter of fee concessions that obtains in other States and Provinces. I may point out, in this connection, that there is a very strong feeling that the grant of half-fee concession to all girls, irrespective of economic status making it obligatory on schools whether a girl be the daughter of a rich man or of a very poor man, is unsound. Whether we should make the fees of the girls equal to those of the boys or three fourths of them is a matter for further consideration. But I may say educated women's opinion is very strongly in favour of increasing the fee. Such increase will bring in a certain amount of revenue. When I was on the recent University Inspection Commission I had the opportunity to discuss the matter with the Director of the sister State of Cochin. He was surprised to hear of our half fee concession to all women students. In British India, this concession is based on poverty. Here poverty is not a consideration in the case of women students.

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You can make a liberal provision for fee concessions to such women students as really need them, for every deserving person ought to be educated. We should not allow "Village Hampdens and Cromwells and mute inglorious Miltons" to live and die in obscurity for want of an opportunity for the education which would enable them to develop their latent talents. But the country should not be bled white by helping persons who really need no help.

Lastly, I must refer to the question of Provident fund. We have a duty to persons who, having worked all their life, die in harness, leaving nothing behind. It is this consideration that has prompted many enlightened Managers to start schemes of Provident Fund. Our proposals include a provision for a Provident Fund. Contributions will be made equally by the teacher, the Manager and the Government. Under this scheme, it is expected that a teacher will have at the end of his service a sum of money sufficiently decent for him to fall back upon.

Sir, I have done. I have merely to say one word more to the House. One of the most agreeable features of the treatment of this question, which I might divulge to the House without betraying any confidence, is the manner in which this question has been viewed in the original Committee, the manner in which the question has been considered by officials of this and other departments and by the Government, and the manner in which educational interests have alone been considered at every stage, and every effort has been made to liberalise and more fully liberalise the recommendations so as to secure the highest benefits to our teachers. At each stage some further improvement has been made in our proposals. This has not been usual, but it has been fortunate. May I therefore not appeal to the House to show the same generous spirit in the passing of this grant so that we may be prepared to take the next step in educational reform with the unanimous assent of every one in the Council to the proposals, which it has been my privilege to place before the House today?

The grant was made.

DEMANDS XV AND XVI—MEDICAL AND SANITARY.

DR. K. RAMAN TAMPI (*Inspecting Medical Officer*): Sir, I beg permission to move for enhancing the pay of the X-ray Attendant in the General Hospital. In this connection I wish to inform the House that the Attendant has put in 24 years' service. His present pay is only Rs. 10 in the scale of Rs. 9-11. This pay was fixed when we had only the old X-ray apparatus. We had no special department of electrotherapeutics as we have at present. Since then the pay of the engine driver and cleaner has been revised. The engine driver is getting Rs. 25 and the cleaner is getting Rs. 15. The Attendant's work has increased considerably. Formerly he had only to assist the Assistant in charge to take X-ray photos. Now, besides X-ray, there are also several other works to be attended to by him, such as diathermy, ionic medication, ultraviolet treatment, faradisation, galvanisation, cantery, etc., besides the routine X-ray work. I may also inform the House that there is only one Attendant and he is wanted everywhere,

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